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ABSTRACT

This pamphlet is designed as a resource to assist school administrators and directors of gifted and talented programs in their efforts to increase participation of minority students in such programs. It explores issues related to the current underrepresentation of minority students including statistics reflecting that underrepresentation; definitions of giftedness; identification issues and recommendations for improving identification; descriptors of promising practices for identifying gifted minority students; and ways of increasing minority participation. Appendices provide a bibliography of the literature on identification of gifted disadvantaged students (including sources of sample forms for informal identification procedures) and a listing of professional training programs in gifted education. (CMG)

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INCREASING PARTICIPATION OF MINORITY AND CULTURALLY DIVERSE STUDENTS IN GIFTED PROGRAMS

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INTRODUCTION

With the continuing quest for both equity and excellence in public education there is renewed interest in ensuring participation of minority students in gifted programs. Concern continues to focus on the underrepresentation of minority and culturally diverse students in programs for the gifted. Gifted and talented programs should eliminate barriers created by cultural differences and low economic status by providing accessible routes to expanding horizons.

Minority student participation in gifted programs has been limited by the lack of agreement about the definition of giftedness, by the use of inappropriate or biased assessment instruments, and by restricted identification procedures. Inadequate identification methods that fail to identify minority or culturally diverse students for gifted programs not only deny them educational equity as individuals but result in a national deficit of untapped resources (Renzulli, 1978; Bernal, 1980).

This pamphlet is designed as a resource to assist school administrators and directors of gifted and talented programs in their efforts to increase participation of minority students in gifted and talented programs. It explores issues related to the current underrepresentation of minority students, including:

- Statistics reflecting underrepresentation of minority students
- Definitions of giftedness
- Identification issues and recommendations
- Descriptors of promising practices/alternative procedures
- Recommendations for increasing participation of minority students
- Appendix: (a) Reference notes and (b) Identification bibliography

UNDERREPRESENTATION OF GIFTED MINORITY CHILDREN

The patterns of underreprsentation of minority children in gifted programs have been cited by scholars and researchers during the last twenty years. According to Renzulli (1976), our nation's largest untapped source of human intelligence and creativity is to be found among the vast numbers of individuals in the lower socioeconomic level,

particularly among the approximately 20 million Black Americans. A number of educators (Marland, 1972; Torrance, 1968; Kozol, 1967; Passow, 1966; Bloom, 1965) have called attention to the dimensions of this untapped source of talent and the need for a sustained attack on the causes and problems. Studies by Jenkins (1948) and Witty and Jenkins (1934) have shown that Black children with high intelligence scores from varying backgrounds have reached achievement levels comparable with other gifted students and that race in itself is not a limiting factor in the development of the intellect. Yet gifted minority and culturally diverse children simply have not been identified in proportion to their representation in the public schools (Cummings, 1980; Bernal, 1976).

The 1980 Elementary and Secondary Civil Rights Survey of 11, 165 school districts, representing 77,544 schools, reported national summaries of the percentages of pupils participating in gifted and talented programs as compared with the percentages of students enrolled in schools by subpopulation. Of the total population of students enrolled in public schools in 1980, 26.8 percent were ethnic minorities while only 17.9 percent of the gifted population were minority students. By comparison, of the total population of students enrolled, 73.3 percent were non-minority students while 82.0 percent of the gifted population were non-minority students. Chart I (U.S. Department of Education, 1982) lists the student subpopulations, the percentage of each subpopulation enrolled in public schools and the percentage participating in gifted programs. This survey supports earlier research and documents the severe underrepresentation of minority students in gifted and talented programs.

Chart I

PERCENTAGES OF STUDENTS ENROLLED IN PUBLIC SCHOOLS
AND PARTICIPATING IN GIFTED AND TALENTED PROGRAMS BY SUBPOPULATION

Student Subpopulation	Percentage Enrolled in Public Schools	Percentage Participating in Gifted & Talented Programs
American Indian	0.8	0.3
Asian	1.9*	3.8
Hispanic	8.0	4.7
Black	16.1*	9.1
TOTALS	26.8*	17.9
White	73.3	82.0

*Percentages were rounded off.

DEFINITIONS OF GIFTEDNESS

Many experts believe that the lack of clarity and precision in the definition of giftedness is a factor contributing to minority underrepresentation. Embedded in the various definitions are several different philosophies and attitudes toward the gifted and toward ways of meeting their needs.

In 1978, Congress passed a bill which included an updated definition of gifted and talented students. Public Law 95-561 of the Education Amendments of the Elementary and Secondary Education Act reads:

> . . . the term gifted and talented children means children and, whenever applicable, youth, who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance in capability in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof require service or activities not ordinarily provided by the school (Tuttle and Becker, 1980, p. 27).

With this revised definition the student can possess demonstrated or potential ability in one or more of five areas: intellectual prowess, specific academic ability, creativity, visual and/or performing arts and leadership ability.

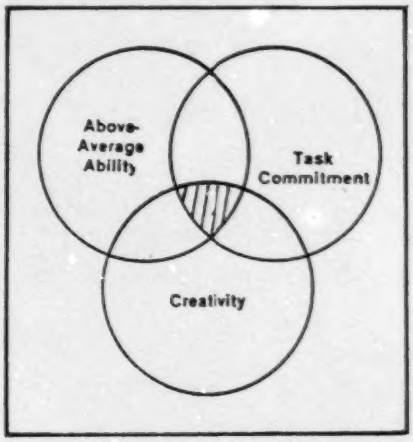
About the same time Renzulli (1978) presented an operational definition of "giftedness" based on research findings, a definition that many school personnel have found useful. Renzulli states:

> Giftedness consists of an interaction among three basic clusters of human traits--these clusters being above-average general abilities, high levels of task commitment, and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable areas of human performance. Children who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs. (Renzulli, 1978, p. 184).

A key concept underlying this definition is that each cluster is an equal partner in contributing to giftedness. Renzulli has further stated that one of the major errors that continues to be made in identification procedures is overemphasis on superior intellectual abilities at the expense of the other two clusters of traits.

Chart II

RENZULLI'S THREE-RING CONCEPTION OF GIFTEDNESS



An expanding body of literature dealing with giftedness has recognized that children from depressed areas, racial minorities and low income groups have not been included in traditional gifted programs. A key question which remains unanswered is whether the wider definition of gifted (as reflected in Public Law 95-561) more accurately reflects the divergence in values and behavior of the culturally diverse student or whether that definition camouflages the severity of the current underrepresentation of minority youth identified as intellectually gifted. Minorities may be adequately represented in some areas (visual and performing arts and leadership) and underrepresented in some the intellectually gifted areas because of inappropriate assessment instruments in the intellectual/academic areas. The representation of minority students in various programs should be carefully monitored by keeping statistics on the number of students identified in each category.

Bernal (1976) maintains that "to be culturally different means to be behaviorally different in group identifiable ways" (p. 67). If we accept this premise then it is essential to use the widest possible variety of alternative identification instruments and procedures compatible with the selected definition, for it is likely that behavioral manifestations of giftedness vary among cultures.

ISSUES IN IDENTIFYING MINORITY AND CULTURALLY DIVERSE CHILDREN

Early definitions of giftedness based solely on traditional measures of intelligence, such as I.Q., virtually ignored the existence of a much broader spectrum of highly valuable human characteristics and abilities. A major barrier to the identification of minority students was the use of a single instrument that contained cultural bias and depended upon traditional measures of performance. This discriminated against youngsters who had not participated fully in the dominant culture.

Marland (1972) indicated that traditional measures of school achievement, such as intelligence and achievement tests, grades and recommendations of teachers not trained in gifted education, will screen out at least half of the qualified and talented students. Criticisms of intelligence tests as an identification procedure have been well documented (Miller, 1974; Samuda, 1975). Alvino, McDonnel and Richert (1981) reported the results of a national survey indicating that "many tests/instruments are being used for purposes and populations completely antithetical to those [for] which they are intended and were designed" (p. 128).

The National Report on Identification: Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth (1982) lists some essential issues of identification, cited by a panel of consultants, including the following:

(1) A need to come to an agreement on the definition of giftedness;

(2) A need to establish underlying principles of identification that address equity concerns;

(3) A need to clarify the educational purposes of identification in order to find unrealized as well as demonstrated potential in students;

(4) A need to eliminate inadequate identification practices;

(5) A need to use formal procedures, such as standardized tests and grades, as well as informal procedures, such as checklists, inventories, and nominations (p. 70-75).

Based on the identification issues, the consultants made the following recommendations:

(1) That the assessment should be multifactored. No single instrument is sufficient basis upon which to assess the multifaceted nature of giftedness;

(2) That informal procedures, such as the use of scales, checklists and nominations be considered a legitimate part of a total identification process to complement school-based achievement;

(3) That practitioners avoid combining or summing up scores when using multiple measures;

(4) That there should be a clear distinction between two stages of identification: (a) nominations for a large talent pool; and (b) a more refined assessment of student needs and abilities for actual selection to gifted programs (p. 76-81).

In accordance with the above recommendations, Chart III presents a "Checklist for Evaluation of Identification Procedures" (Richert et al., pp. 293-298), designed to improve the decisionmaking process used to identify gifted students. The recommendations can guide the establishment of a comprehensive and unbiased procedure for locating potentially gifted students. In addition, it provides direction for assessing the development, learning styles and interests of these students in an effort to provide them with appropriate program options to meet their needs.

CHART III

• CHECKLIST for EVALUATION of IDENTIFICATION PROCEDURES*

NATIONAL REPORT ON IDENTIFICATION, E. Susanne Richert

STAGE I
NOMINATION

GENERAL GOAL: To establish comprehensive and unbiased procedures to find as many potentially gifted students as possible in all areas of human endeavor for placement in a Talent Pool

OBJECTIVES	EVIDENCE of Excellence and Equity in a Comprehensive Identification Program	YES	NO
1. To use the broadest possible definition of potentially gifted as a foundation for programming so the needs of exceptional youth and our society's need for their talents are met.	1. a. Students are nominated for each of the six categories in the (modified) federal definition, including about 20-30% of the school population at all grade levels. b. Procedures and instruments are specified for each of the categories, and for various disadvantaged groups.		
2. To have a procedure that is not biased against the gifted among disadvantaged sub-populations, so that they are not excluded from services and so that society is not denied their exceptional contributions.	2. The Talent Pool is approximately representative of the entire student population in terms of socioeconomic status, racial, cultural or language groups.		
3. a. To actively seek the talented among various disadvantaged groups; b. To find those students whose exceptional abilities are not revealed by school performance on standardized tests; c. To include in the Pool students who are underachieving or gifted in areas other than academic achievement (creative, visual/performing arts, psychosocial, psychomotor). If there are errors in nomination, they should be in the direction of including some students who may not achieve exceptionally rather than of risking the exclusion of anyone who may need special services to achieve exceptional potential.	3. a. Parents, students, and community members are made aware of characteristics of the gifted and the nature of program options so that they can nominate candidates for the Pool. a. b. Teachers are trained in one or more of the practices to identify the disadvantaged. b. c. Several unbiased procedures that will find abilities not revealed by measures of academic achievement--such as checklists, self-nominations and product evaluations--are used to complement test data. c. d. No student has been excluded from the Pool solely on the basis of an achievement measure such as class grades or a standardized test. Test scores are used only to include students in, not to exclude students from, the Talent Pool. d.		

*Reprinted with permission from E. Susanne Richert, James J. Alvino and Rebecca C. McDonnel, National Report on Identification: Assessment and Recommendations For Comprehensive Identification of Gifted and Talented Youth, 1982.

4. To focus on those data that have relatively good predictive value: independence, persistence, perseverance and productivity in interest areas.

5. To avoid invalid combinations of data for each of the categories of giftedness, so that certain subpopulations or categories are not erroneously excluded.

6. Resource limitations should not distort the identification process at this stage (though they may affect Stage II).

7. To improve the accuracy of teacher nominations and to prevent the burden of inappropriate expectations of students after nomination.

8. To offer all students the opportunity to demonstrate abilities that are indicative of talent; to make all students eligible to receive some services. (Also see Stage II, 7 below.)

9. Early identification should be used to prevent problems of underachievement in either school performance or creativity.

10. To avoid the three most common errors in test usage
    a. Test is used to assess abilities which it cannot assess, thereby invalidly excluding students.
    b. Test is used for category to which it is unrelated, therefore excluding some talented students.
    c. Test is used on populations for which it was not normed, creating a bias that excludes many subpopulations.
    d. Test is used for the wrong stage of identification.

	YES	NO
4. Information about initiative, activities and achievements of students beyond school are actively sought.		
5. Appropriate combinations of data for each category of talent and subpopulation are specified. The top 5% nominated by each appropriate procedure is included in the Talent Pool.		
6. There is no arbitrary cut-off point, even if not all students can be served in options outside the regular class.		
7. Teachers and other staff involved in the process have received training in the characteristics and needs of the potentially gifted.		
8. Each regular classroom teacher is trained to provide some differentiated curriculum that develops the talents of students so their exceptional abilities become manifest.		
9. Pre-school, kindergarten and first grade teachers are trained to recognize potential and to offer a curriculum that will evoke exceptional abilities.		
10. Tests are used appropriately:		
a. only to assess those abilities for which they were designed; a.		
b. only for the proper category of giftedness which relates to that ability; b.		
c. only for those socioeconomic populations on which they were normed; and c.		
d. only for the specific appropriate stage. d.		

STAGE II
ASSESSMENT

GENERAL GOAL: To gather data to assess the development, learning styles and interests of students, so that their needs can be matched with appropriate program options

OBJECTIVES	EVIDENCE of Excellence and Equity in a Comprehensive Identification Program	YES	NO
1. • To provide a sound rationale for programming based on <u>need</u>. • To avoid: a. damaging average students by the unprovable assertion that some students are "not gifted"; b. elitist attitudes among the gifted; c. exacerbating the isolation of the gifted; and d. the projection of unfair expectations and pressures on the talented.	1. Students are <u>not</u> labeled more gifted or less gifted, but are identified as students who <u>need</u> special programming to fulfill their exceptional potential.		
2. To focus on assessing student needs.	2. Information on students' interests, learning styles, problems and actual achievement are sought in a variety of ways.		
3. To avoid labeling or rank-ordering the potentially gifted without a basis in research, since, beyond the threshold of ability that gets students into the Pool, we cannot presently predict who will make original contributions as adults.	3. Data gathered are used to match <u>needs</u> and interests with program <u>options</u>, not to further classify degrees of "giftedness."		
4. To have the curriculum incorporate: a. the interest-based motivation of the gifted; and b. students taking responsibility for planning their work.	4. Students have a major role in the selection of appropriate program options.		
5. Short-range, program should foster development of student <u>needs</u> and available <u>resources</u>.	5. If resources limit students' access to available program options, rank order should be based on <u>need</u>, with these criteria having the greatest weight: a. exceptionality of motivation or interest; a. b. exceptionality of ability; b. c. underachievement or other affective problems in the regular classroom; and c. d. disadvantaged in educational experiences. d.		

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6. Long-range, program should offer multiple options to develop the potential of all the students in the Pool.

7. All students should have the opportunity to demonstrate exceptional talent, so that our society does not lose its most valuable resource.

	YES	NO
6. There are plans to generate or reallocate resources so multiple program options are designed to meet the needs of all the students in the Pool.		
7. All students nominated have access to some differentiated curriculum at least in the regular classroom.		

STAGE III
EVALUATION

GENERAL GOAL: To gather and evaluate data in order to improve decision-making in Nomination and Assessment without violating curriculum goals

OBJECTIVES	EVIDENCE of Excellence and Equity in a Comprehensive Identification Program	YES	NO
1. Data collected on student progress is appropriate to problem objectives.			
a. Student progress assessment should not be used to make judgments but to foster self-understanding and cooperation.	1. a. Focus is on individual student progress, rather than competition among students.		
b. Students must be valued more than their products or performance. Students should not be pitted against each other or be psychologically threatened by others' achievements.	b. Evaluation focuses on products and performance, not the student. If comparisons are made, they are among the former, not among students.		
c. Acquiring the skills and responsibility for self-evaluation is a vital curriculum objective. Evaluation should foster the development of independent self-esteem and self-acceptance rather than dependence on external approval.	c. Students are involved in self-evaluation: setting goals and assessing the degree to which they are met; developing criteria for assessment.		
d. Evaluation criteria should be appropriate to curriculum for the gifted.	d. Criteria of creativity and productivity, rather than achievement in skills or conformity of thinking, are stressed.		
e. Professionals with knowledge of standards in various fields should be involved in product or performance evaluation.	e. Resources beyond the school are sought for product or performance evaluation.		
2. To improve Assessment, match of student needs and program options.			
f. Evaluation of results should be used to improve student achievement, not to label students as non-productive or "non-gifted."	2. f. Evaluation results are used to improve match between the program and student needs and interests, not to exclude students from services.		
g. The interest-based motivation of students should be used for decisions about program options.	g. As a result of their own assessments, students have a major role in selecting which program options in which to participate.		
h. The identification procedure should be evaluated to determine if it has been effective in matching potentially gifted students with appropriate program options.	h. Where there is unsatisfactory student progress, modifications are made to improve the match between program options and student needs and interests, either to modify option or placement.		

	YES	NO
i. Evaluation data should be used for program improvement. Unsatisfactory progress should be seen as reflective of program, not student, deficits.		
3. To improve Nomination		
j. The nomination procedures are evaluated to determine whether they have been effective in selecting gifted students.		
k. Nomination is modified to include a representative proportion of disadvantaged groups.		
l. Evaluation results are used to modify or generate program actions that better meet student needs		
3. j. Follow-up data is compiled on creativity, productivity and contributions of students until after their formal education is completed.		
k. More promising practices to identify disadvantaged are included.		

PROMISING PRACTICES FOR IDENTIFYING GIFTED MINORITY AND CULTURALLY DIVERSE STUDENTS (Richert et al., 1982, p. 145-183)

There are several practices designed to minimize bias against those who are not part of the dominant culture. Five of these strategies are the use of: (I) inventories, checklists, observation scales, and self-nominations; (II) existing data or information, such as biographical data interviews or case studies; (III) performance and/or product evaluation(s); (IV) norms for local populations; and (V) further testing such as culture-fair, language-specific, I.Q. and creativity tests. A combination of these strategies is the most effective approach to providing equitable opportunities for all students.

I. Inventories, checklists, scales and nomination forms

There are innumerable "locally developed" inventories, checklists, scales and nomination forms that are used for nomination or other stages in the identification process. Although use of these forms by teachers, parents, students, or community representatives is one of the most popular non-test approaches, caution should be exercised to ensure that the assessed behavior is indicative of giftedness. The Identification Bibliography in the Appendix indicates sources for samples of these forms.

II. Information from students

Student information may include self-nomination, interviews, biographical data or case studies. In a comparison of traditional approaches and the case study approach (Renzulli and Smith, 1977), found the case study method to be generally superior in identifying gifted students, especially among minority students. Such an approach also provides an opportunity to collect and assess information about non-academic and out-of-school performance.

III. Performance and/or product evaluation(s)

In some categories of giftedness for which there are no standardized tests or where the validity of the instrument is questionable, demonstrated performance or product evaluation(s) is both realistic and practical. In sports both skill and originality or risk-taking are criteria for excellence. In visual arts, portfolios provide evidence of accomplishments. In music, dance and drama, the audition, a real performance may be required. In each case, the criteria of excellence and originality are specific to each field.

IV. Norms for local populations

Some school districts establish local norms for existing standardized achievement measures. If the local population differs substantially from the general population on which the test was normed, there may be a bias against certain groups overrepresented in the local population. This may occur when there are greater proportions of economically disadvantaged youth in a school district than in the nation as a whole. Standards and procedures for establishing local norms have been developed for ESEA Title I (now Chapter I) by RMC Research Corporation (Wood and Tallmadge, 1976). According to Richert, et al. (1982), some tests such as the Stanford Binet and Guilford's Structure of Intelligence (SOI) have norms for certain subpopulations.

V. Further testing

In addition to traditional standardized achievement measures there are tests designed to measure intellectual and creative abilities in students from language and culturally different backgrounds. These tests include culture-fair tests, language-specific tests, intelligence tests (with norms for some subpopulations) and creativity tests.

Culture-fair Tests: Culture-fair tests may have one or more of the following characteristics:

- a series of factored intelligence scales to measure basic intelligence;
- abstract figures and designs for students to solve problems;
- a pictorial format to provide a profile of specific cognitive areas;
- slides of student's own environment to determine ability to recall one's community in an organized manner;
- environmental and school data to provide a composite picture of student's total functioning.

Some examples of tests that are considered to be culture-fair are the Cattell Culture-Fair Intelligence Series; Progressive Matrices, Standard and Advanced (Ravens); Cartoon Conservation Scales, the Stallings Environmentally Based Screen and the System of Multicultural Pluralistic Assessment (SOMPA).

Language Specific Tests: Some examples of language-specific tests that have been developed for use with other than English-speaking populations are:

- Cartoon Conservation Scales (may be administered in the language most comfortable for the child)
- CIRCUS (El. CIRCO, 1980, Spanish)
- Comprehensive Test of Basic Skills (Spanish)
- Group Inventory for Finding Creative Talent (Spanish, French, German, Hebrew)
- System of Multicultural Pluralistic Assessment, SOMPA (Spanish)
- Wechsler Intelligence Scale for Children (Escala de Inteligencia Wechsler para Niños, Spanish)

Intelligence Tests: At the nomination stage, there are several individual intelligence tests that can help locate intellectually gifted who may not be identified in

traditional ways and who may not perform well on group tests. These tests include the Cartoon Conservation Scales and Columbia Mental Maturity Scales.

Creativity Tests: For identifying the creatively gifted who may be culturally disadvantaged, two tests were generally recommended by experts (Richert et al., 1982). The two tests were the figural portion of Torrance Tests of Creative Thinking and the divergent thinking section of the SOI (Structure of Intellect) Learning Abilities Test.

RECOMMENDATIONS FOR INCREASING PARTICIPATION OF MINORITY AND CULTURALLY DIVERSE STUDENTS IN GIFTED PROGRAMS

Analysis of the literature in the field of gifted education suggests numerous recommendations for increasing participation of minority students in gifted programs.

Administrators are urged to:

- Come to an agreement on the definition of giftedness so that appropriate identification procedures can be established;
- Develop steps for establishing and implementing identification procedures which include planning, organizing, setting priorities as well as nomination and identification procedures;
- Familiarize themselves with the identification and selection procedures and the educational programs for the gifted that have proportional minority representation;
- Ensure that multiple identification procedures, including informal and formal instruments, are used at various stages of identification to avoid bias;
- Keep statistics on the representation of minority students for each area of the working definition in order to monitor the program and assure adequate representation of minority students in all areas especially intellectuallly gifted;
- Provide teachers with information about minority underrepresentation in gifted programs and with tools that will help them to increase minority representation, e.g., information on multiple identification procedures and non-biased or less biased tests;
- Encourage and develop parental and community support services to interact freely with the school to address their needs and concerns about student participation;

- Provide in-service training for school personnel to encourage active involvement of teachers and school counselors in the early identification of potential candidates for gifted programs;
- Train gifted program teachers to recognize potential in minority and culturally diverse students.

Teachers are urged to:

- Make an effort to recognize culture-specific as well as general aspects of giftedness;
- Use small group activities and other means to promote self-acceptance, mutual acceptance, and interpersonal and intercultural understanding among all students;
- Help culturally and linguistically different students develop a strong sense of identity through the use of history, current events, and biographies relating to various ethnic groups;
- Identify and/or prepare activities which help the minority child achieve success;
- Give special attention to such factors as test anxiety and test sophistication;
- Focus on specific strategies for developing creative thinking skills and problem solving abilities in all major content areas;
- Design programming in light of students' strengths, characteristics, and learning and living styles;
- Communicate high expectations to all students.

SUMMARY AND CONCLUSIONS

The underrepresentation of minority students in gifted programs warrants increased attention from educators. This report documents some of the key research findings and expert opinions of those who are providing leadership in the effort to increase minority participation in gifted and talented programs in the public schools of the United States.

The continuing efforts of committed educators will bring about change. All children deserve an equal opportunity to maximize their potential. That responsibility belongs to all of us!

> . . . There is something that is much more scarce, something finer by far, something rarer than ability. It is the ability to recognize ability.
>
> Elbert Green Hubbard

APPENDIX:

Reference Notes

Identification Bibliography

Professional Training Programs in Gifted Education

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IDENTIFICATION BIBLIOGRAPHY

The following bibliography has three purposes:

- to offer a resource to those who wish to review the literature on identification of gifted disadvantaged students (each citation is annotated in the matrix according to the identification topic),
- to document the research in the literature since 1970 on which this monograph is based, and
- to list sources of sample forms which may be used for informal identification procedures.

	Definition	General Identification	Intellectual/Academic	Creativity	Visual/ Performing Arts	Leadership	Sample forms, e.g. checklists, observation and nomination forms
Alvino, J.J., McDonnel, R.C. & Richert, E.S. National survey of identification practices in gifted and talented education. Exceptional Children, 1981, 48 (2), 124-131.			x	x	x		
Baldwin, A.Y. Tests can underpredict: a case study. Phi Delta Kappan, 1977, 58 (8).		x					
Baldwin A.Y. Introduction. In A.Y. Baldwin, G.H. Gear, and L.J. Lucito (Eds.), Educational planning for the gifted: overcoming cultural, geographic, and socioeconomic barriers. Reston, Virginia: The Council for Exceptional Children, 1978.		x					
Blackshear, P.B., Sullivan, A.R., Ewell, Y., & Rogers, K. Black and gifted, ERIC exceptional education report. Reston, Virginia: The Council for Exceptional Children, 1980.	x	x					

	Definition	General Identification	Intellectual/Academic	Creativity	Visual/ Performing Arts	Leadership	Sample forms, e.g. checklists, observation and nomination forms
Blanning, J.M. Gifted adolescents in urban independent study programs. In Ideas for urban/rural gifted/talented: case histories and program plans. Ventura, California: Ventura County Superintendent of Schools, 1978.		x					
Bruch, C.B. Assessment of creativity in culturally different children. Gifted Child Quarterly, 1975, 19 (2), 164-174.				x			
Chambers, J.A. & Barron, F. Culturally different students: identifying the ablest. Journal of Creative Behavior, 1978, 12 (1), 72.	x	x					
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	Definition	General Identification	Intellectual/Academic	Creativity	Visual/ Performing Arts	Leadership	Sample forms, e.g. checklists, observation and nomination forms
Hilliard, A.G. Alternatives to I.Q. testing: an approach to the identification of gifted minority children. Sacramento, California: State Department of Education, 1976.	x	x	x	x			x
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Renzulli, J.S. Talent potential in minority group students. Exceptional Children, 1973, 39, 437-444.		x					
Renzulli, J.S. What makes giftedness: reexamining a definition. Phi Delta Kappan, 1978, 60, 180-184.	x	x	x	x			
Richert, E.S., Alvino, J.J. & McDonnel, R.C. National report on identification: assessment and recommendations for comprehensive identification of gifted youth. Sewell, New Jersey: Educational Improvement Center, 1982.	x	x	x	x	x	x	x
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	Definition	General Identification	Intellectual/Academic	Creativity	Visual/ Performing Arts	Leadership	Sample forms, e.g. checklists, observation and nomination forms
Samuda, R.J. Alternatives to traditional standardized tests, introduction. In R.J. Samuda (Ed.), Psychological testing of American minorities. New York: Dodd-Mead, 1975.		x					
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	Definition	General Identification	Intellectual/Academic	Creativity	Visual/ Performing Arts	Leadership	Sample forms, e.g. checklists, observation and nomination forms
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PROFESSIONAL TRAINING PROGRAMS IN GIFTED EDUCATION

The program information for each school was obtained from a survey sent to over 550 schools in the spring of 1980. This compilation does not purport to be a comprehensive coverage of all training programs in the nation since many colleges and universities did not respond to the survey and others may have begun programs since the survey was taken.

Degree levels are indicated by: *u* = Undergraduate; *m* = Masters; *a* = Advanced or State Certification; *d* = Doctoral.

For additional information on the training programs in a particular state, we suggest the reader contact the State Gifted and Talented Consultant.

ALABAMA

Alabama A & M University, Normal 35762. *m, a*

Auburn University, Auburn 36849. *m*

University of Alabama, Birmingham 35294. *m*

University of Alabama, University 35486. *m, a*

University of South Alabama, Mobile 36688. *u, m*

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Arizona State University, Tempe 85281. *m, d*

University of Arizona, Tucson 85721. *m, d*

ARKANSAS

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California State University, Fresno 93740. *m, a*

California State University, Fullerton 92634. *a*

California State University, Long Beach 90840. *a*

California State University, Los Angeles 90032. *m, a, d*

California State University, Northridge 91330. *m, a*

California State University, Sacramento 95819. *m*

Loma Linda University, Riverside 92515. *m*

San Diego State University, San Diego 92182. *a*

San Jose State University, San Jose 95192. *u, m, a*

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